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We have still remaining a few copies of all numbers of Volume 2, except Number 10. We shall be glad to send these, so long as they last, to subscribers who wish to make their files complete, on receipt of a one cent stamp for each issue desired.

The arrangement about *The Classical Journal* and *Classical Philology*, outlined in circulars sent recently to members, is to be put into effect next fall.

The quotations in last week's issue from Professor Wendell's essay, *Of Education*, do not embody anything particularly new, but they are expressed with the aptness and charm which are characteristic of his writings. His very cleverness, however, leads easily to a kind of exaggeration. When he says that he studied Latin for ten years and Greek for six or eight without, at the end of that time, being able to read a single page of either language currently, we are inclined to wonder whether he studied during this period of ten years with serious purpose or whether his belief in childhood that "delight in work was *prima facie* evidence that a boy needed medicine", characterized his later study as well. For it does seem inconceivable that a student should devote that amount of time, particularly in the later years of college, to a subject, without being able to do more than Professor Wendell admits. It is nevertheless true that Latin grammar has been taught particularly as an end in itself, and not merely as a means to a higher end. The reason for it is not very far to seek. Teaching Latin grammar entails a comparatively slight drain upon the mental powers of the teacher. I have been more and more convinced of the truth of this by observing the unwillingness of many teachers to commit themselves to what may be termed 'teaching for power'. I have heard it said that a very large proportion of Latin teachers in any school system will be found incapable of teaching for power, that is to say, of using the study of Latin to develop the faculty of voluntary attention if you will, and at the same time putting the student in possession of a vehicle for the acquisition of that which is great in Latin literature. If Professor Wendell's teachers of Latin had taught for power he would have been able to read his Latin fluently.

His remarks about the success of teachers of

Latin during the Middle Ages would seem to be in point, but in reality the problem now is entirely different from what it was then. At that time Latin was practically not merely the medium of literature and learning, but the only subject of study in the schools; consequently it was possible to secure a certain command of it on the part of the few, even at the expense of a great waste of time. Many of the teachers of that day were pitifully ignorant themselves. Now, on the other hand, with our crowded curriculum it becomes necessary to use every bit of the time to the very best advantage. In earlier days Latin prose composition was an end in itself because the educated man had to be able to write Latin; now it is merely a means of learning Latin accurately, or, if you wish, a test of accurate knowledge of Latin. The methods of teaching should therefore be changed to meet the new conditions. Still, when all this is said, Professor Wendell's statement that a reading knowledge of Latin can be taught remains just as true now as it was then; and we may go further and say that this reading knowledge can be taught, and at the same time, all the advantage of the study of Latin in developing the faculty of voluntary attention can be retained. It remains merely for us teachers of Latin to devise the method.

I think it is safe to say that if the employers of Latin teachers were willing to cooperate with those institutions that turn them out, to the extent of refusing to be guided in selection by anything but knowledge, skill and promise, the efficiency of Latin teachers could be raised tremendously within a very short time; but I have known many teachers of Latin who did not know the forms, and who, in many other respects, were veritable blind leaders of the blind; and, what is most unfortunate, the principals were thoroughly complaisant over the situation. When an official in authority says that one-half of the teachers in his system are unable to teach Latin for power from lack of knowledge or lack of skill, those of us who are trying to reform the methods feel almost hopeless; and yet the methods must be reformed or our subject will perish, and with a reform in the methods will come gradually but surely an increase in the skill of those very teachers who are now regarded as obstacles in the new movement.

G. L.